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ABSTRACT

North Dakota's visiting counselor program for socially and emotionally maladjusted children is described in terms of its purposes and personnel and the need and bases for it. The school administrator's responsibility for the program is considered, and program organization is detailed. Identifying children needing help and referring them to the counselor are discussed, along with informing teachers in the schools. Information on the visiting counselor covers role, responsibilities, competencies, and selection. Record and state forms and a discussion of special education are included. (JD)

ED036932

Guides To Special Education In North Dakota—

V. Visiting Counselors to School Children Who Are Socially and Emotionally Maladjusted

ED041964

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
BISMARCK, NORTH DAKOTA

"BUY NORTH DAKOTA PRODUCTS"

ED036932

GUIDES TO SPECIAL EDUCATION IN NORTH DAKOTA

V. Visiting Counselors to School Children Who are Socially and Emotionally Maladjusted

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent

"Buy North Dakota Products"
1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WHY SPECIAL EDUCATION?

A community which provides special education opportunities for exceptional children today joins with many others across the state and the nation in reaffirming our democratic belief in the worth of the individual. This belief has undergirded our public education system since its beginning, yet children whose needs could not be served in the regular classroom were at first exempt and excluded.

Gradually, at the beginning of the present century, the new horizons of educational and clinical psychology pointed the way toward inclusion of these children in public school programs. Advances in the field of medicine challenged educators to provide the academic and vocational training that would make physical restoration meaningful and useful.

Public school special education is sound and defensible on many counts. For those who prefer financial bases for justification of such programs, it has been shown that the income taxes paid by educated and vocationally trained-ed individuals far outweigh the initial cost of providing them with rehabilitative training. They are no longer recipients of tax dollars, but taxpayers.

Another practical justification for special classes is the easing of crowded classrooms and harrassed teachers. It is impossible for a regular teacher to carry on a well-planned special education program for an exceptional child within an already crowded room and schedule. Actually, the deprivation of the child may be greater than the frustration of the teacher, yet the latter has practical significance for the climate of the classroom.

It is likewise good business to provide special services which may prevent juvenile problems and wasted manpower. A child who experiences failure in academic work and social relationships at school is apt to be anti-social and destructive in his behavior. Trained in practical use of reading and number skills and guided in vocational choice, he may be a constructive worker in the community.

WHY SPECIAL EDUCATION (Continued)

None of these arguments for special education is more important than the basic concept upon which our society is built. Largely inspired by the Christian philosophy of the worth of every individual, our democracy has laid the right of equal opportunity at the door of the humble and the mighty. We have assumed an obligation.

The purpose of the special education program is to modify the differences of the disabled child so that he may take advantage of his opportunity for education. In a sense it is not special at all, since it provides the necessary facilities and teaching that will enable the handicapped child to "break even".

The Department of Public Instruction in North Dakota is concerned with exceptional children who have disabilities keeping them from their best school attainment. The Director of Special Education will assist in the planning and development of special educational services and by law the department provides partial financial reimbursement to local schools setting up approved programs. The special education law, enacted in 1951, is permissive and looks to the local school board to assess and meet the needs of children in the community. Two or more school districts may participate together in providing special classes or services. County special education boards are authorized under North Dakota law. Reimbursement from state special education funds is as generous as possible within the restrictions of the law and the money available.

The law limits per capita instructional costs to $300 and any additional costs including equipment, transportation and residential care to $500 per capita. Planning of the program and reimbursement has been based on the number of children to be served and the funds made available through the biennial legislative appropriation.

The total number of handicapped school children in North Dakota is estimated at 12% or about 26,000 children. These include children with speech defects, mental retardation, visual and acoustics handicaps, long term illness, limiting physical handicaps and the children who are seriously socially or emotionally maladjusted.

WHY SPECIAL EDUCATION (Continued)

If we believe that education is essential in order to develop constructive, happy citizens we cannot deny the same opportunity to any educable child. The goals for special education are no different from the goals of all educational programs.

1. To develop the ability of the child as far as possible to use the academic skills and tools in our daily life.

2. To develop social responsibility and citizenship.

3. To point the way toward vocational fulfillment and intellectual maturity.

A VISITING COUNSELOR PROGRAM IN THE PUBLIC SCHOOLS

WHY?

In a nation dedicated to the principle of individual worth and opportunity, the public school must carefully study the quality and extent of the education it offers. Evaluation of its program must include the product of each child's years in school. All children must be assisted in achieving their highest potential, whatever that potential may be.

In practical application of this educational theory, we recognize that many times children come to the classroom with personal problems too great for them to solve or home conditions detrimental to their health or peace of mind which allow them little chance to do their school work effectively. In some cases the personal concern of the teacher is enough to bring about a modification of these circumstances. In many other instances the child needs the time and skill of a trained worker.

As schools become larger and the pace of living seems faster, we do not expect that teachers

and superintendents can spend their leisure time working out solutions to the social and emotional problems of the children in their classrooms. No person with full-time teaching and administrative responsibilities has the time to do so, and few will have had the training necessary.

WHO?

A visiting counselor is an educator with additional professional training in social case work or psychology, experienced in working with children. Working with others, he helps children make better social and emotional adjustment.

Purposes of the Program:

1. To help the child referred <u>use</u> the school more effectively.

   This may mean helping the child to understand and accept his own feelings about some situation. It may mean helping the parents to understand what he is feeling and how the parents can best work with the school for the child's benefit.

2. To help the classroom teacher in her work with the children in her class who have difficulty getting along with others.

   Above all, at no time does the visiting counselor "take over" the pupil referred. The classroom teacher is still the focal person, but will have the help of the visiting counselor in working through to a solution of the problem.

3. To work with school, community and home resources toward developing a mental health climate in which the problems of children are considered of primary importance.

   Improving mental health in the school and classrooms. Coordinating the work of social and civic groups in their work among school children.

WHO? (Continued)

After determining the nature of the problem the visiting counselor may work directly with the child or may expend considerable effort to enlist the aid of social or civic agencies in providing the necessary help. The visiting counselor will make referrals to all medical and other professional resources when indicated and will cooperate with health, guidance and special education services within the school.

WHERE AND WHEN ?

It has been found that 3% to 10% of the school population may need the services of a visiting counselor. This is a conservative figure since it does not include those with special educational needs who may be eligible for special class placement. The visiting counselor may be called upon to assist with special class placement by visiting parents, conferring with teachers and coordinating other problems of service being provided to the child by other agencies.

It would seem practical to suggest that a full-time visiting counselor could be employed by a school or group of schools with a total enrollment of 3000 pupils. This would provide a continuing case load in most communities over a period of years. In low-economic areas or where migratory labor or other specific social problems are manifest, a school counselor for each 1000 school children might be needed.

WHERE AND WHEN (Continued)

The following types of programs are suggested:

1. The larger cities - one or more visiting counselor

2. In heavily populated counties - one or more visiting counselors

3. In sparsely populated counties - 2 or 3 counties cooperating to use one visiting counselor.

The visiting counselor belongs to each participating school. His services are available to the teachers upon request and the children are referred by the teachers to the principal. Depending on the nmmber of schools served and the method or organization, the visiting counselor should be available each week at each school.

Each school should provide a room where the counselor may talk with teachers, pupils, or parents without interruption. A locked file should be provided in each school for his records.

WHAT?

The direct social casework relationship is based on the assumption that the child has the right and the potential ability to work out his own problems. The visiting counselor, as a modification of this relationship, helps the child to express and clarify whatever feelings he brings to the interview about his problems for which he can accept responsibility. Through the interview the counselor may help the child to separate his problems into smaller areas of concern so that the child may be able to handle all or part of it more effectively.

The visiting counselor does not lecture or advise, but rather helps the child to assume responsibility to work out his own problems within his ability.

The interviewing process is another growth process through which the visiting counselor will see a slow, orderly progression as the child realizes that he has the capability to bring about changes and modifications of his attitude or behavior. These changes may be effected

similarly through non-directive counseling procedures used by the visiting counselor whose training has included counseling procedures rather than social casework approaches.

The visiting counselor will use all of the resources of the school and community where the child has needs not entirely met through the channels described above. Often parent conferences and home visits will be most important. When parents have personal problems which are contributing to the child's difficulty a conference with the visiting counselor may not be sufficient to relieve the tensions in the situation. When such problems are apparent the visiting counselor may assist the parents in making application to the appropriate agency for further help.

A VISITING COUNSELOR IS NOT

an attendance officer - But he will recognize that attendance problems often reflect physical or emotional conditions in the home which may require help from a community agency.

a guidance counselor - But he will work closely with the guidance director who may refer to him problems needing individual attention.

a family social worker - and although he will use social casework approaches in working with the child, problems in the home which are not related to the child's school adjustment will be referred to other social services in the community.

a disciplinarian - Children are referred to the visiting counselor not for punishment, but for help with the cause of their problems.

a group worker - although the visiting counselor may use a group to assist him in working with an individual child.

in charge of a testing program - Although the visiting counselor may, if qualified, administer mental ability tests in order to assist in his work with a child, he cannot assume responsibility for group testing and achievement testing programs in the school.

A VISITING COUNSELOR IS A CASEWORKER OR COUNSELOR WHO WILL ASSIST CHILDREN WITH INDIVIDUAL PROBLEMS OF ADJUSTMENT IN THE SCHOOL.

WHEN IS A CHILD REFERRED TO THE VISITING COUNSELOR?

A child is never "sent to" the visiting counselor. His name is referred in writing to the visiting counselor by the principal who receives the recommendation from the teacher. The counselor will determine whether or not he should see the child immediately, later, or not at all. He may wish a conference with the teacher or principal. Then he will contact the parents, if necessary.

Children are referred when their behavior interferes with their learning, their personal growth and development or the lives of others.

1. ACHIEVEMENT: When a child's school achievement is below his ability for no apparent reason the child may be referred to the visiting counselor who will work with the teacher, the parent, and the child, to help find and correct the difficulties. He may refer the child for individual testing or other diagnostic service if such is indicated. Many grave problems may be prevented if teachers will refer these cases early before maladjustment has become serious.

WHEN IS A CHILD REFERRED TO THE VISITING COUNSELOR?(Con't)

2. Behavior: Children whose behavior shows any of the following symptoms persistently should be referred to the visiting counselor.

Restlessness	Defiance
Shyness	Impudence
Destructiveness	Running away
Cruelty	Truancy
Excessive fear	Fire-setting
Withdrawn attitude	Disturbing mannerisms or practices
Over-fastidiousness	Tardiness
Marked day-dreaming	Stealing
Untruthfulness	

These children are not referred to the visiting counselor for discipline, but for study and evaluation of factors which may be causing this behavior. The visiting counselor then works with the parents, the teacher or directly with the child to help correct the causes of the behavior.

3. Home Situations: Often when home conditions contribute to the poor school adjustment of the child, the visiting counselor is able to work with other social agencies and community programs to help the situation. Children reflecting unfortunate home conditions should be referred.

WHEN IS A CHILD REFERRED TO THE VISITING COUNSELOR?(Con't)

Consider:

Personal appearance of the child
Lack of adequate clothing
Inadequate care of clothing
Lack of cleanliness
Attitude of parents toward school, school attendance
Social standards of the family
Treatment of the child in the home
Conflicts of child and parents

4. Special Class Placement:

Children who seem to show a condition of exceptionality should be referred. The visiting counselor will study the child and furnish the teacher and principal with information about the child which might lead to consideration of special class placement. He works with the parents toward acceptance of recommendations for medical care or special class enrollment.

5. Health Problems: The visiting counselor will coordinate with any health agencies in the community, including the school and civic health departments, the private physician and clinics, on problems concerning individual children in school.

6. Referral to Social Agencies: Many of these cases may be referred to other community agencies for work with the family. The visiting counselor

acts as liaison person between the services of these agencies and those of the schools. He will also arrange for conferences with other agencies where indicated and will work with them in promoting better community programs for the modifications of problems of school children.

IDENTIFYING CHARACTERISTICS OF CHILDREN IN NEED OF HELP

Children may express their maladjustment in a number of ways. All children show occasional outbursts of temper or may be "out of sorts" once in a while. Persistent symptoms listed below may indicate need for something to be done to help the child before serious maladjustment occurs.

1. Aggressively interferes in the lives of others by fighting, behaving in an unrestrained fashion, or by defying rules and regulations.
2. Restrains himself to the point of losing his individuality or his impact on the group.
3. Runs a low-grade "psychological fever" which keeps him chronically unhappy.
4. Fails to utilize or develop his abilities.
5. Doesn't go along gracefully with the decisions of the teacher or the group.
6. Is quarrelsome, gets mad easily.
7. Is a bully; picks on others.
8. Is resentful, defiant, rude, sullen.
9. Is regarded by other children as a pest. Rubs others the wrong way. Is excluded by others whenever they get the chance.
10. Often steals.
11. Lies frequently.

IDENTIFYING CHARACTERISTS OF CHILDREN IN NEED OF HELP (Con't)

12. Occasionally is destructive of property.

13. Is not noticed by other children. Is neither actively liked or disliked - just left out.

14. Is one or more of the following: shy, timid, fearful, anxious, excessively quiet, or tense.

15. Daydreams a great deal.

16. Never stands up for himself or his ideas.

17. Is "too good" for his own good.

18. Finds it difficult to be in group activities or to be relaxed when with others.

19. Is easily upset; feelings are readily hurt; is easily discouraged.

20. Needs an unusual amount of prodding to get work done.

21. Is inattentive and indifferent, or apparently lazy.

22. Exhibits nervous mannerisms such as nail biting, sucking thumb or fingers, stuttering, extreme recklessness, muscle twitching, hair twisting, picking and scratching, deep and frequent sighing.

23. Is actively excluded by most of the children whenever they have the opportunity.

24. Is a failure in school for no apparent reason.

25. Is absent from school frequently or dislikes school intensely.

26. Seems to be more unhappy than most children.

27. Achieves much less in school than his ability indicates he should.

28. Is jealous and overcompetitive.

IDENTIFYING CHARACTERISTICS OF CHILDREN IN NEED OF HELP (Con't)

29. Shows signs of parental neglect in clothing, cleanliness, or health.

30. Is over-tired, lethargic in school.

31. Seems to have been over-worked or suffered bodily harm at home.

32. Reflects unwholesome attitudes in social standards, school attendance, and citizenship responsibilities.

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SCHOOL ADMINISTRATOR'S RESPONSIBILITY FOR VISITING COUNSELOR PROGRAMS

For an effective visiting counselor program, the school administrator will need to:

1. Clearly understand the visiting counselor program and how it can most effectively serve the child and the school

2. Assume responsibility for selection of professionally qualified staff, with approval of the State Department of Public Instruction

3. Establish cooperatively with the visiting counselor, the plan and procedures for the service as applied to the local schools

4. Interpret the plan and program to principals and teachers throughout the schools served

5. Establish a regular plan for evaluation of the service

6. Make adequate budget for personnel, travel, equipment, and clerical help

7. Interpret the program to the community

TEACHERS WILL NEED TO KNOW:

1. What the visiting counselor service can offer and how it operates

2. How he and the visiting counselor can work together to serve the child

3. The referral policies and procedures

4. The visiting counselor's schedule or service time in each school

5. Progress being made with individual children as the program proceeds

THE VISITING COUNSELOR'S RESPONSIBILITIES INCLUDE:

1. Preparing a schedule of time for service to each school and for home visitation.

2. Arranging a caseload commensurate with the geographical area, number of schools served, types of cases. etc. A caseload of 30 to 60 children at any given time is considered adequate and the number may vary considerably from time to time. One hundred fifty to three hundred children may be served during the school year depending on the amount of time necessary for each child.

3. A simple referral form for written referrals should be planned with the school administrator or principals.

4. Use of the other community social service programs. This will be facilitated by early understanding and planning with them for conferences, clearance and coordination.

5. Planning for teacher consultation about problems in the classroom which may not be severe enough to warrant referral.

6. Interpretation of the program to the community.

7. Social casework services or counseling of children and/or parents-relative to a child's adjustment in school.

   Through either a continuing service based on regular interviews over the period of time necessary or through a short term service, the visiting counselor helps the child or his parents to understand and modify the problem which has arisen.

8. Evaluation of his own program.

COMPETENCIES NEEDED BY THE VISITING COUNSELOR

In addition to the personal qualifications of emotional maturity, integrity, and an over-all well adjusted personality, the visiting counselor needs competencies as follows; (Course work requirements are based on these competencies).

1. Ability to work cooperatively in an educational setting
2. Knowledge of school law, local school procedure and curriculum.
3. Ability to collect and interpret pertinent data
4. Respect for the family and the individual
5. Knowledge of normal adolescent and child development and behavior
6. Knowledge of conditions of exceptionality in children facilitating referral to all professional services
7. Ability to guide parents and teachers in helping children
8. Knowledge and understanding of local community resources for children.
9. Understanding of good mental health principles.
10. Understanding of laws affecting children
11. Ability to counsel individuals

SELECTING A VISITING COUNSELOR

Personal qualifications

An important factor in selection of the counselor is that he have reached mental, emotional and social maturity, have had experience working directly with children and have a sincere liking for them. Actual classroom teaching experience would be valuable. He should understand the development of normal adolescents and children as well as have a sympathetic understanding for the exceptional child.

A visiting counselor will need to have the ability to work with teachers, principals and other professional workers in the community. He must be enthusiastic about his work and proceed to accomplish it with a minimum of supervision.

The counselor must be willing to schedule conferences with teachers and other professional workers when they have free time to talk with him.

SPECIAL COURSE WORK

Special training is necessary in order that the visiting counselor have acquired the knowledge and skill necessary to work with individuals in the modification of social and emotional maladjustments.

The visiting counselor may qualify with special training in education and one of two other fields - social work or psychology. Certain basic courses and the educational requirements are necessary in both training fields. A visiting counselor credential is available on application on completion of both the basic and advanced courses.

BASIC COURSES

1. A valid first grade professional teaching certificate for North Dakota.

2. 26 hours (semester) of basic course work

Education and Administration of Special Education	3 sem. hrs.
Child Psychology	3 sem. hrs.
Psychology of Adolescents	3 sem. hrs.
Abnormal Psychology	3 sem. hrs.
Mental Hygiene	2 sem. hrs.
Guidance (basic)	3 sem. hrs.
Introduction to Psychology	3 sem. hrs.
Introduction to Sociology	3 sem. hrs.
Tests and Measurements	3 sem. hrs.

SELECTING A VISITING COUNSELOR (Continued)

ADVANCED COURSES

Advanced work at the graduate level is required in either psychology or social work, as follows:

Option 1 - Psychology

Individual Differences or Appraisal	3 sem. hrs.
Community Organization	3 sem. hrs.
Introduction to Clinical Psychology	3 sem. hrs.
Individual Testing (Binet, Weschler, WISC, Arthur, with supervised administration of 25 tests in each of the above)	6 sem. hrs.
The Family and Family Relations	3 sem. hrs.
Counseling Techniques (with supervised practice)	6 sem. hrs.
The Exceptional Child	3 sem. hrs.
Psychiatry for Social Workers or Theories of Psychodynamics	3 sem. hrs.

Option 2 - Social Work

The Family and Family	3 sem. hrs.
Community Organization	3 sem. hrs.
Juvenile Delinquency	3 sem. hrs.
Social Case Work (including 200 clock hours of supervised practice in an agency concerned with family and child problems)	9 sem. hrs.
Child Welfare	3 sem. hrs.
Social Legislation	3 sem. hrs.
The Exceptional Child	3 sem. hrs.
Psychiatry for Social Workers or Theories of Psychodynamics	3 sem. hrs.

Any person graduating from a recognized curriculum for training school social workers or school psychologists, and fulfilling the other requirements shall be considered for a visiting counselor credential.

ORGANIZATION OF THE VISITING COUNSELOR PROGRAM

1. Preparing the School Personnel:

The effectiveness of the visiting counselor program will depend to a great extent on the understanding of the teachers and principals of the function of this new service. The superintendent of schools should provide a time and place during the orientation week prior to the first week of school for the principals to meet and talk with the visiting counselor.

At that time the visiting counselor should present the program in its broad form, describe the services available, the children to be referred, etc. Time should be given for the principals to ask questions.

It will be the responsibility of the principals to provide an opportunity for the teachers to meet the visiting counselor and to ask questions about the program and to learn how it will function within each school. Since referrals will be made through the principal, or as he may direct, the referral procedures should be explained and clearly understood.

ORGANIZATION OF THE VISITING COUNSELOR PROGRAM (Continued)

2. Eligibility of Pupils:

The eligibility of pupils for the services of the visiting counselor would be discussed with the teachers. Teachers should be aided throughout the year, through periodic group meetings, to extend their understanding of the basic causes of the symptoms of social and emotional maladjustment which they see in their classrooms.

A listing of the types of behavior suggesting problems requiring the services of the visiting counselor are listed on pages 10, 11, 12, 13 of this pamphlet.

3. Sources of Referral:

Principals	Speech Clinicians
Home Room Teachers	Parents
Classroom Teachers	Students
Guidance Director	Agencies outside of school
Special Class Teachers	

The visiting counselor may also become aware of children who may need supplementary interviews from an examination of school records, medical reports and the group achievement and intelligence test reports.

4. Referral Form

Referrals should be made in writing and given to the counselor. Copies should be given to the principal by the teacher, or some other method of

referral planned by the principal. Use of written referrals will insure better organization of the program in each school and more efficient record-keeping.

A simple form giving the name of the child, grade, teacher, principal, person making the referral and reason for it will enable the counselor to check with the person making the referral immediately. The visiting counselor will decide whether it is necessary to see the child and when to do so.

5. Case Load:

From 30 to 60 cases under individual consideration at one time shall be considered a case load. Some cases will require intensive short term casework while others may continue over an extended period of time. Other duties, such as parent conferences, group meetings, community council responsibilities, etc. shall be considered a part of the visiting counselor's responsibilities in addition to case load.

6. Activities of the Counselor include:

    1. Examination of school records, medical reports and guidance records to supplement interviews with students.

2. Individual conferences with classroom teachers and principals in order to interpret emotional problems or behavior patterns so that they may be understood, accepted and improved

3. Cooperation with other social agencies in helping the child

4. Home visits and parent interviews to determine physical and emotional environment in which the child lives

5. Individual treatment interviews with the child according to his need

6. Securing comprehensive social histories

7. Keeping confidential records of all contact and interviews. Short, specific information will be more usable than long complicated narrative

8. Reporting of cases referred each year

9. Group conferences with parents or teachers or other lay or professional groups to aid in understanding of the socially and emotionally maladjusted child

10. Making concrete suggestions for uses of aids and materials to parents and teachers

7. Scheduling:

While a large block of time scheduled at each school weekly will not be practicable, each school should be assured of a regular visit each week. This will enable the visiting counselor to check school records, interview

parents who may request time with him, and give students a definite time when they may talk with the counselor at their own request. Unless the school personnel become accustomed to regular visits from the visiting counselor they will not use the service as they should.

A time for home visits should be planned with the parents in advance whenever possible. Time schedule should be made for two or three days in advance. Stopping at a home without an appointment is not good professional policy. This is true also in planning visits to other agencies.

8. Reporting:

For each child accepted for individual counseling a social history should be compiled. Each contact made in the interest of the child shall be recorded on a card of sheet file. A summary of medical, psychological, and social reports for each child shall be included in his file folder.

From these reports the visiting counselor may compile reports of services offered, numbers of children served, facilities needed, etc. for the local or state administrators.

All reports, other than numerical reports, shall be kept confidential. These will be shared only with other professional workers as they assist in helping the child.

A suggested record form is included on pages 31 and 32.

9. Office and Equipment:

A main office for the visiting counselor should be established in a convenient centrally located school. Equipment shall include a desk, a locked file, and a private telephone in addition to other necessary office equipment. Some clerical assistance should be available to the counselor in order that the trained counselor need not spend his hours on clerical duties.

At each school which the visiting counselor serves space shall be available for counseling and interviews. This should be a private and pleasant room easily accessible, preferably on the first floor. If the visiting counselor wishes

it to help him establish a working relation with children some play equipment may be provided for the office.

10. Travel:

A travel allowance or a school car should be provided since the quality of service may often depend on the easy mobility of the visiting counselor. When the counselor uses his own car travel allowance is usual.

11. Office Hours

All duties of the visiting counselor will be performed during the regular school day as defined by the local school board. The visiting counselor will work on all regular school days.

School visits, counseling, etc.	8:30	to	1:30
Home and agency visits	1:30	to	3:30
School visits, counseling	3:30	to	4:30

12. State Division of Special Education Participation:

For each full-time program employing a qualified visiting counselor to work with socially and emotionally maladjusted children, the Department of Public Instruction may reimburse the local school up to

ORGANIZATION OF THE VISITING COUNSELOR PROGRAM (Continued)

$2500.00 per nine month program. The program and personnel must have prior approval by the director of special education. Administrators apply for approval prior to each school year.

NAME OF CHILD

PLACE

CHILD'S NAME

Last First Middle

Referred by

Family	Relation to Head	Child Referred	Truancy	Irregular Attendance	Tardy	Poor Work	Health	Emotional Maladjustment	Social Maladjustment	Other	Problems at Home	Broken Home	Financial Deprivation	Low Home Standards	Other
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															

Progress Report

1. Date_____

2. Date_____

3. Date_____

YEAR	Home Visit	Counsel Interview with Child	Teacher Conference	Agency Contact	Office Call	
Sept.						
Oct.						
Nov.						
Dec.						
Jan						
Feb.						
Mar.						
Apr.						
May						
Summer						

Visiting Counselor

Date-Year

CHILD'S NAME: _____

ADDRESS: _____

_____ SCHOOL _____

_____

SCHOOL ACHIEVEMENT: _____

_____

_____

TESTING (APTITUDE, ACHIEVEMENT, MENTAL ABILITY, ETC.) GIVE DATE, TEST, BY WHOM? RESULTS: _____

_____

_____

NOTATION OF PHYSICAL, SPEECH, HEARING, OR VISUAL DEFECTS: _____

_____

_____

REMARKS: _____

_____

_____

_____

_____

_____

Date Orginally Referred

BY WHOM?

Teacher _____

Principal _____

Child Welfare _____

Juvenile Court _____

Counselor _____

Other: _____

_____

_____

_____

Other Agencies Concerned: _____

_____

Parochial School _____

Welfare _____

Police Dept. _____

Nursing Service _____

Red Cross _____

Other: _____

_____

_____

_____

Form I - 9
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

REPORT FOR VISITING COUNSELOR, SCHOOL SOCIAL WORKER OR SCHOOL PSYCHOLOGIST PROGRAMS IN NORTH DAKOTA PUBLIC SCHOOLS

Date_____ County_____

I. COUNTY OR SCHOOL SYSTEM_____

II. NAME OF ADMINISTRATOR TO WHOM YOU REPORT LOCALLY_____

_____SCHOOL ADDRESS_____

III. REPORTING PERSONNEL_____

IV. PROGRAM:

This is a full time program with time divided into the following areas:

	Indicate Percentage of Time Spent in Each Area
I.Q. Testing	
Projective or other testing	
Teacher conferences	
Parent conferences	
Home visits	
Pupil counseling or casework	
Contacts with other agencies	
List other activities:	

V. If you have a weekly schedule, so indicate and include below:

VI. Attach reports of your work which you may have prepared for your local administrator.

Form I - 9
S. Ed.

DEPARTMENT OF PUBLIC INSTRUCTION
M. F. Peterson, Superintendent
Bismarck, North Dakota

SERVICE REPORT FORMS
VISITING COUNSELOR, SCHOOL SOCIAL WORKER OR SCHOOL PSYCHOLOGIST

Child's Name	Age	Grade	Reason For Referring	Current Status
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Form I - 9
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SERVICE REPORT FORMS
VISITING COUNSELOR, SCHOOL SOCIAL WORKER OR SCHOOL PSYCHOLOGIST

Child's Name	Age	Grade	Reason For Referring	Current Status
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				

(Complete four copies of this report and file two copies with the school administrator, send one copy to the State Director of Special Education, Department of Public Instruction, Bismarck, and retain one copy for your file.)

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